

**ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15**

**Faculty of Mathematics and Physical Sciences: School of Physics and Astronomy**

<b>EXECUTIVE SUMMARY</b>																		
<b>Aspect</b>	<b>National Student Survey</b>						<b>Undergraduate Programme Experience Survey</b>						<b>Postgraduate Programme Experience Survey</b>					
	<b>2013-14</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2013-14</b>		<b>2012-13</b>		<b>2011-12</b>	
	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>	<b>School</b>	<b>Uni</b>
<b>Overall satisfaction</b>	85	88	96	87	84	87	91	85	86	85	86	85	75	85	100	87	n/r	84
<b>Teaching</b>	88	90	94	89	86	90	90	85	88	85	89	84	100	86	100	87	n/r	85
<b>Assessment &amp; feedback</b>	61	71	80	71	62	69	51	62	46	59	48	61	60	71	100	75	n/r	69
<b>Academic support</b>	83	82	87	81	81	80	76	73	72	72	71	72	92	82	100	85	n/r	80
<b>Organisation &amp; management</b>	76	85	86	84	74	83	72	75	69	73	72	74	83	81	67	85	n/r	80
<b>Learning resources</b>	95	91	96	90	94	88	84	83	83	81	79	78	100	85	100	86	n/r	83
<b>Personal development</b>	72	82	90	81	83	81	67	72	60	69	65	68	50	77	100	77	n/r	71
<b>Sector position</b>		50/146	8/38	57/147	31/38	51/150												

Scores in each category are expressed as a percentage of the number of respondents who mostly or definitely agreed with a range of statements (score 4 or 5)

<b>Headline achievement in 2013-14</b>	<i>Provide a single headline for the School from 13-14 – to be included on the poster produced for each School</i> <b>Enhanced range of student Personal Development activities: PAL, Summer Internships, Group Industrial Project module, PHYSOC.</b>
<b>Main actions for 2014-15</b>	<i>List 3 actions – to be included on the posters to be produced for each School</i> <b>1. To introduce an even more robust exam paper checking procedure. 2. To create distinctive pathways through the higher level modules to allow students to personalise their degree. And for Theoretical Physics students to help them find such pathways within their Maths modules. 3. To create an ‘Opportunities Day’ in semester 2 for the whole school to include talks from employers, workshops and one-on-one sessions.</b>

<p><b>Summary of student involvement in the production of this Action Plan</b></p>	<p>All students were invited to a meeting with a member of staff to discuss the action plan. A group of seven students, across years 2, 3 and 4, who were all members of the SSF discussed the survey data and shared views on a range of issues, and also commented on the progress made with the previous year's actions. This was written up then circulated to the SSF, considered at the STSEC and then shared with all staff (and students?) for comment.</p>
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**AGREED ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2014-15**

<b>Aspect</b>	<b>Progress with 2013-2014 actions and indication of impact</b>	<b>Agreed Issues/Actions for 2014-2015</b>	<b>Responsibility/Expected completion date</b>
<p><b>Overall satisfaction</b></p>	<p>On the whole, students are happy with the school and its commitment to student education.</p> <p>The School's Stakeholder Advisory Board provided benefits to students by supporting the Summer Internships Research Symposium and the Group Industrial Project module. This activity is ongoing.</p> <p>The Peer Assisted Learning Scheme is benefitting first year students, and provides a great developmental opportunity for more senior students. The scheme is working very well.</p> <p>The whole school benefits from strengthened links with Physoc, which provides an excellent social programme, enhancing the friendly community within the School.</p>	<p>A drop in satisfaction was attributed, by students, to two main factors: the departure of a number of key teaching staff and some QA issues with semester one exams in 13/14.</p> <p>The appointment of new staff, with students particularly highlighting Teaching Fellows, was going a long way to addressing the staff issue.</p> <p>Additionally, it should be made clear from the outset that lists of published modules are what are available in that particular year and there is never any guarantee that they will always run.</p> <p>More thorough checking of exam papers will be carried out going forward.</p>	<p>DSE and office staff</p>
<p><b>Teaching</b></p>	<p>The computing modules have undergone redesign. Initial feedback from students indicates that the modules have been better received than their predecessors.</p>	<p>Students don't understand why the programming language used to teach computing is Python. Further work needs to be done to explain the benefits of using this language.</p> <p>Choice of modules for year 4 is limited for 14/15. Module choices are constantly under review, with a hope to increase choice as staff numbers increase.</p>	<p>Module leader(s) at the point of delivery. Review module feedback end of semester 2.</p>

<b>Assessment and feedback</b>	<p>Progress has been made on the marking of laboratory reports, and in addition, students are becoming more satisfied with lab marking as they progress through the school.</p> <p>The availability of model answers on the VLE is being promoted through academic tutorials.</p>	<p>There are issues with consistency of lab marking in lower years. More markers leads to more problems. Some markers for homework questions do not make the allocation of marks, or where errors occur clear enough.</p> <p>For homeworks, the students should be able to query the marking if necessary.</p>	<p><i>Lab convenors to look at consistency of marking, particularly in early years.</i></p> <p><i>Module leader to make this facility available.</i></p>
<b>Academic support</b>	<p>Students have been encouraged to research module options earlier in the programme, and to ask members of staff for more information as required.</p> <p>Students really appreciate and value staff office hours</p>	<p><i>Some students, particularly theoretical physics are not made aware of the consequences of pre-requisites (especially for MATH modules).</i></p> <p><i>Some lower year students don't realise that they can ask academic staff for help. This should be made more explicit but also reinforced by the PAL mentors.</i></p>	<p><i>year convenors and particularly the Theoretical Physics programme manager</i> <i>Final year students could also be involved in providing advice to lower level students.</i></p> <p><i>All tutors and PAL mentors; ongoing</i></p>
<b>Organisation and management</b>	<p>The School suffered from a lot of staff leaving during the previous academic year, which led to modules being cancelled. The consequences were reflected in survey data for 13/14.</p> <p>The student support office provides excellent support to students.</p>	<p><i>Module cancellations due to staff leaving caused a lot of dissatisfaction among students. This was a unique situation, and going forward, the school is starting to introduce new higher level modules, reflecting the new areas of expertise.</i></p> <p><i>There were some major issues with some exam papers in semester one of 13/14 leading to student dissatisfaction. More robust checking procedures are being implemented.</i></p> <p><i>Students report that support staff are really helpful and knowledgeable.</i></p>	<p><i>DSE, ongoing</i></p> <p><i>DSE and exams officer and office staff, ongoing.</i></p>
<b>Learning resources</b>	<p>Significant investment has now been made in the level 2 teaching laboratory.</p>	<p><i>The school is embracing lecture capture for most modules, and students are responding positively. All material needs to be made available in time for</i></p>	<p><i>DSE to remind all staff to release lecture capture material in time for Christmas. End of S1.</i></p>

		<i>the Christmas break, to aid with revision.</i>	
<b>Personal development</b>	<p>The Group Industrial project was very successful for the students that participated. One student secured a funded summer internship with their project sponsor.</p> <p>A new professional skills module is compulsory for all level 3 BSc students for 14/15, enhancing their professional development and employability through a range of activities.</p> <p>Work was carried out by a summer intern exploring employability for physicists to develop a range of resources to help students.</p>	<p><i>Students still don't see the value of Leeds for Life, and seems onerous to fill in forms when they meet weekly with tutors in year one.</i></p> <p><i>Students believe that they need to record their development though by some means. Students suggest encouraging the use of LinkedIn from year one. PAL could be used as a vehicle to get students to engage with LinkedIn, whilst remembering that LinkedIn is a professional network</i></p> <p><i>Few students want to take a year in industry; reasons cited include not knowing which companies take physicists, the difficulty in finding placements and struggling to return into a different cohort.</i></p> <p><i>Organise a "careers day" for the whole school, featuring guest speakers, workshops and mock interviews, e tc.</i></p>	<p><i>Continue to promote the benefits of using Leeds for Life, particularly to find opportunities. All tutors; ongoing.</i></p> <p><i>DSE/PAL co-ordinator. Semester 2 14/15</i></p> <p><i>Work with the Stakeholder Advisory Board and the careers centre to raise awareness of careers in physics,</i></p> <p><i>DSE/ SES officer</i></p>